2018 BHS SUMMER READING

Each student will read **TWO** books by the start of school in September (We hope you will read more). Here are the parameters:

BOOK ONE: "THE FINAL FOUR" BOOK DISCUSSIONS

You will read ONE of the following four texts, chosen by students, over the summer:

- *Turtles All the Way Down* by John Green
- *Autonomous* by Annalee Newitz
- *The 57 Bus* by Dashka Slater
- *The Killing of Osama Bin Laden* by Seymour M. Hersh

Once you read the text, you will prepare the attached graphic organizer, DUE ON THE FIRST DAY OF SCHOOL. The organizer will be used for a group discussion, to be held during the first week of school. Students will be grouped for discussions based on the text they chose, not based on grade level. Students from each grade will focus on one component of their chosen text:

- Incoming Freshmen - GATHERING EVIDENCE - How do we know what we know about a character or central figure's fears, conflicts, and values as a result of this text?
- Incoming Sophomores - RECOGNIZING MOTIFS AND LITERARY ELEMENTS - What recurring work, image, or idea conveys the overall meaning of this text?
- Incoming Juniors - PERSUADING EFFECTIVELY - What is the author's purpose for writing this book? How does he or she convey this purpose?
- Incoming Seniors - SYNTHESIZING INFORMATION - What supplemental information and additional knowledge (about geography, culture, literature, science, technology, current events, etc.) can deepen our understanding of this text?

Grading: Students' graphic organizers will be scored by their 2018-2019 English teachers. Please do not simply summarize, but analyze and evaluate the text. Discussion contributions will be catalogued by the teacher facilitator of your September discussion group.

BOOK TWO: CHOICE BOOK TALK PROJECT *

Of all the choice books you read over the summer, you will choose ONE for your book talk project. The project will be completed during the first few days of school. You will give a book talk to a small group of classmates and later write a one paragraph argument that shows the best writing you can do, answering the question: why should someone read (or not read) this book?

*DISCLAIMER: This text should not be one you have read previously and should be considered an appropriate reading level ("Young Adult" or above). Feel free to visit Goodreads.com, Whatshouldireadnext.com, Amazon.com, Barnesandnoble.com, Litpick.com, etc. for help!

*HONORS LEVEL: You may be required to write a diagnostic essay on either/both books in the first week of school.

*AP LEVEL: AP students should not complete the Choice Book Talk Project, but rather follow the guidelines given to them by their current English teachers.

Name: _____ Book Title: _____

Teacher/Grade: _____

Summer Reading 2018 Book 1 - Final Four

Focus:

Incoming Freshmen - GATHERING EVIDENCE - How do we know what we know about a character or central figure's fears, conflicts, and values as a result of this text?

Incoming Sophomores - RECOGNIZING MOTIFS AND LITERARY ELEMENTS - What recurring work, image, or idea conveys the overall meaning of this text?

Incoming Juniors -PERSUADING EFFECTIVELY - What is the author's purpose for writing this book? How does he or she convey this purpose?

Incoming Seniors - SYNTHESIZING INFORMATION - What supplemental information and additional knowledge (about geography, culture, literature, science, technology, current events, etc.) can deepen our understanding of this text?

Directions: According to your grade level focus, please identify 3 discussion points. For each point you should have a minimum of 2 quotations for support. Your analysis should explain how each quote supports your point.

Point 1: (identify)	Point 2: (identify)	Point 3: (identify)
Textual evidence with page number:	Textual evidence with page number:	Textual evidence with page number:
Analysis/Notes:	Analysis/Notes:	Analysis/Notes:

Additional discussion points: _____   Grade: _____

Summer Reading 2018 Book 2 - Choice Book

Prepare a book talk from your choice read. Be prepared to "sell" your book, using persuasive techniques you know. Use the following self-assessment questions to guide your book talk.

To what degree does my discussion of the text show preparation, focus, and full use of time allotted?
To what degree was the information I provided meant to intrigue & interest the reader, not simply summarize the plot; no spoilers are given?
Will your book talk effectively persuade your peers to read the book?

Following the book talks you will produce a one paragraph argument that shows the best writing you can do, answering the question: why should someone read (or not read) this book?